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AUTHOR McChesney, Jim  
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## ABSTRACT

This publication reviews works on educational reform that represent attempts to do more than merely respond in knee-jerk fashion to political pressure for reform. Bruce Joyce and Emily Calhoun, in "Learning Experiences in School Renewal: An Exploration of Five Successful Programs" (Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1996) look at case studies of diverse districts across the nation that have made dramatic improvements in student learning through synergistic combinations of well-implemented programs. In "An Ethnographic Snapshot of a Successful Elementary School in Educating Low Income Minority Children" (Missouri City, Texas: Executive Steering Team Achievement Gap Task Force Group, Fort Bend Independent School, 1996), James M. Wolf reports on a study of an elementary school's success with low-income minority students. "The Vermont Restructuring Collaborative" (Brandon, Vermont: Holistic Education Press, 1994) examines the weaknesses of traditional public education and the testimony of educators who have seen reforms that work. Lew Allen and Barbara Lundsford, in "How To Form Networks for School Renewal" (Alexandria, Virginia: Association for Supervision and Curriculum Development, 1995), offer practical suggestions on how educators can form partnerships with other schools that lead to more effective teaching. Robert E. Slavin, in "Sand, Bricks, and Seeds: School Change Strategies and Readiness for Reform" (Baltimore, Maryland: Johns Hopkins University, 1997), analyzes several reform theories and their relation to schools' readiness for reform. (SLD)

# Research roundup

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## Renewing Schools

Jim McChesney

"Don't be afraid to take a big step  
when one is indicated. You can't  
cross a chasm in two small steps."

—David Lloyd George

**R**eform—and its associates,  
renewal and change—are  
as American as the  
Declaration of  
Independence, western migration,  
and ever more powerful computers.  
Born of the belief that things  
always can be better, reform has  
been a dominant theme in  
American culture.

American education is no  
exception to this tradition. From  
the idea of free public schools to  
the educational philosophy of John  
Dewey, tremors of reform have  
touched our educational system  
time and time again. In the Cold  
War period of the 1950s and early  
'60s, the brain race was as much a

concern as the arms race. And  
since 1983, when *A Nation at Risk*  
was published, considerable atten-  
tion has been focused on the pur-  
ported failures of our nation's  
educational system and on pro-  
posed remedies for those short-  
comings.

Proposals for educational  
reform have varied widely, from  
channeling more dollars into cur-  
rent systems to revamping the sys-  
tems themselves. Despite  
reluctance to change, and the ten-  
dency of many proposals to become  
self-serving vehicles for individuals  
or institutions, some reform efforts  
have been shown to be both sub-  
stantive and effective.

The works reviewed here repre-  
sent some outstanding examples of  
attempts to do more than simply  
respond in knee-jerk fashion to  
political pressure.

Bruce Joyce and Emily Calhoun  
look at five case studies of diverse  
districts across the nation that  
have made dramatic improvements  
in student learning through syner-  
gistic combinations of well-imple-  
mented programs.

James M. Wolf reports on the  
findings of an ethnographic study  
of an elementary school's success  
in educating low-income minority  
children.

*The Vermont Restructuring  
Collaborative* examines the weak-  
nesses of traditional public educa-  
tion and the testimony of several  
educators who have experienced  
programs and initiatives that work.

Lew Allen and Barbara Lunsford  
offer practical suggestions on how  
educators can form partnerships  
with other schools that can lead to  
more effective teaching.

Robert E. Slavin analyzes sever-  
al reform theories and their relation  
to schools' readiness for reform.

Joyce, Bruce; and Calhoun, Emily,  
Eds. **Learning Experiences in School  
Renewal: An Exploration of Five  
Successful Programs.** Eugene, Ore.:  
ERIC Clearinghouse on Educational  
Management, 1996. 208 pages. ED  
401 600. Available from:  
ERIC/CEM, 5207 University of  
Oregon, Eugene, OR 97403-5207.  
(800) 438-8841. \$14.50 plus  
\$4.00 shipping and handling.

Real change can take place in  
schools, change that enables stu-  
dents to improve their ability to  
learn. This is the contention of

Jim McChesney is a research analyst and  
writer for the ERIC Clearinghouse on  
Educational Management at the University  
of Oregon.

Joyce and Calhoun, who document a variety of successful approaches to renewal in five school districts across the country.

The districts vary in geographic location, size, economic background, and demographics. They are pseudonymously named the River City Program, serving about 30,000 students with average achievement; the University Town Program, with about 5,000 students and an achievement level in the nation's top 5 percent; Readersville, a collection of 11 Department of Defense schools that worked to improve reading and writing programs in school and at home; the Inner City Program, an urban district of about 100 schools serving 350,000 residents in a generally blighted environment; and the Action Network, focusing on shared governance and involving more than 60 schools of differing demographics in a Southeastern state.

Targeted areas differed from program to program, though commonalities existed. In each of the programs, all teachers and administrators were involved. In three programs, several models of teaching were studied, peer coaching teams were organized, and data were systematically used to make program adjustments.

Action research was used in several programs to help establish some degree of democratic governance and to help staff study the health of their school's educational system. Action research can work quite effectively, the studies found, especially with adequate technical assistance.

Ultimately, each program brought about a needed change through concerted, multilayered efforts. In one middle school, faculty participating in an intensive school-renewal program committed themselves to collegial organization, intensive study of teaching and curriculum, and the formative study of implementation and student learning. The student promo-

tion rate at the school rose from 30 percent to 90 percent in two years, an effect that has been sustained for six more years. Not all the reform programs became self-perpetuating, however; the challenge of helping them do so still awaits serious research.

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**Wolf, James M. *An Ethnographic Snapshot of a Successful Elementary School in Educating Low Income Minority Children.***

Missouri City, Tex.: Executive Steering Team Achievement Gap Task Group, Fort Bend Independent School, 1996. Available from: Synergistic Schools, 4c 16 Highway 6, Suite 216, Sugarland, TX 77478-5214. (281) 437-0230. \$10.00 plus \$4.00 shipping and handling.

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The student population at Glover Elementary School in Missouri City, Texas, is 90 percent African American, 8 percent Hispanic, 1.5 percent white, and less than 1 percent Asian. Thirty percent of the students qualify for free or reduced-price lunch programs. But Glover students achieve way beyond the stereotypical expectations of their demographics.

For example, on the Texas Assessment of Academic Skills (TAAS), third-grade scores were in the 90th percentile, while fourth- and fifth-grade scores were in the 80th and 70th percentiles, respectively. Economically disadvantaged students were the second-highest scoring single subgroup. More than a third of the students in grades 2 through 5 made the honor roll. The attendance rate at Glover is 96.6 percent, higher than the district or state average.

Something is working at Glover, and Wolf and his researchers set out to discover what it is. Following a series of open-ended and structured interviews with staff members and students, as well as classroom observation, Wolf identified a num-

ber of characteristics under these headings: the principal: a shared belief system; common goals; working in teams; cultural cohesion; teacher commitment; teacher efficacy; and TAAS preparation activities.

Among more than 30 characteristics of the principal that are believed to contribute to the school's success are the following:

- Being a strong, positive, and reinforcing instructional leader, initiator, and manager;
- Being highly goal-oriented, with a keen sense of goal clarity;
- Creating and communicating a compelling vision of what the school should look like; and
- Strongly believing that all children can and will learn.

Factors under other categories that contributed to school success include:

- A schoolwide belief that all children can and will learn;
- Goals and objectives that are jointly formulated;
- Commitment to, and emphasis on, team-building;
- Teachers' belief that student failure is teaching failure; and
- Extensive preparation for TAAS tests, including morale-building "pep rallies."

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**Vermont Restructuring Collaborative. *Field Guide to Educational Renewal.*** Brandon, Vt.: Holistic Education Press, 1994. 348 pages. ED 372 496. Available from: Holistic Education Press, P.O. Box 328, Brandon, VT 05733. (802) 247-8312. \$15.00 plus \$3.95 shipping and handling.

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The authors of this collection of essays on educational renewal believe, in the words of John Dewey, "the purpose of education is a democratic society." This means that education is understood to be for all children, and that its goal is

to maximize each child's particular abilities, as well as to help students adapt to change and develop problem-solving and communication skills.

The book is based on six precepts: School change must be driven by a vision for a better and more responsive educational system; leadership is essential for establishing this vision; teaching and learning in renewed schools must fundamentally differ from traditional approaches; educators must be learners as well as teachers; the idea of education must be expanded and integrated with other elements of society; and each of these pieces must be put together into one seamless whole.

Of particular interest are sections on encouraging teachers to be continuous learners, and the breaking down of barriers among schools, social service agencies, and businesses.

"We have the kind of schools that our society has chosen to build and support, and they reflect both the lack of a clear social focus and a cacophony of conflicting demands," notes William J. Mathis, one of the authors. This collection represents substantial and successful efforts to move beyond confusion toward a visionary, systematic approach to educating our children.

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Allen, Lew; and Lunsford, Barbara. **How to Form Networks for School Renewal.** Alexandria, Va: Association for Supervision and Curriculum Development, 1995. 57 pages. ED 381 868. Available from: ASCD, 1250 North Pitt St., Alexandria, VA 22314-1453. (703) 549-3891. \$6.95.

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This handbook, designed to improve educational effectiveness through interschool networks, offers insights gleaned from the authors' own experience. Allen is director of outreach in the Program

for School Improvement and Lunsford directs the League of Professional Schools, both based at the University of Georgia College of Education.

Allen and Lunsford offer practical suggestions for establishing networks that can enable educators to do their jobs better. Although outside assistance in the form of university classes, workshops, or special speakers is often available through the network, those with the most comprehensive understanding of what teachers and principals face each day are other teachers and principals.

Acknowledging that "school-based" educators too often become "school-bound," the authors recommend shifting from traditional inservice days, when outside experts are brought in, to an organized and regularly scheduled format in which educators meet with each other and share their expertise.

As an example, the League of Professional Schools:

- Provides regularly scheduled meetings where school teams share their work;
- Encourages cross-school collaboration by having teachers and principals visit other member schools;
- Enables school-based personnel to share their expertise by publishing network newsletters and monographs; and
- Involves educators in the network through the League Congress, ongoing consortiums, and ad hoc task forces.

"When school-based educators are given ongoing opportunities to network across schools, their professional knowledge, motivation, self-esteem, and, ultimately, their effectiveness in renewing their efforts with students increases dramatically," say Allen and Lunsford.

Such networks need to be "practitioner-driven," and not simply another organization of which

the school is a member. Networks must be fully participatory and responsive to changing needs. Full participation by every principal is necessary, as is at least 80 percent support from faculty.

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**Slavin, Robert E. Sand, Bricks, and Seeds: School Change Strategies and Readiness for Reform.**

Baltimore, Md.: Johns Hopkins University, April 1997. 24 pages. Available from: Johns Hopkins University, Attn.: Robert E. Slavin, 3505 North Charles St., Baltimore, MD 21218. (410) 516-8809. Free.

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All the king's horses and all the king's men can't bring about school reform if the school is not ready for reform. Slavin notes that, despite persistent calls for reform over the past 15 years and the ability of numerous programs to bring about reform, some schools still aren't ready to change.

After discussing various types of reform—organizational development models, comprehensive reform models, and single-subject models—Slavin poses the question: Which approach is most likely to bring about change in teachers' practices and improvement in stu-

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**About ERIC**

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dent achievement?

The answer, he says, depends on the characteristics of the individual schools—characteristics that place the schools in one of three categories: seeds, bricks, or sand.

*Seed* schools have an extraordinary capacity to transform vision into reality, are filled with faculty who are cohesive and excited about teaching, and are led by a visionary who is willing to involve the entire staff in decisions. They are like

seeds that, when placed in the fertile ground of vision, can grow their own reforms.

An awareness and willingness to participate in reform is also evident in *brick* schools, but they are unlikely to create their own methods of reform. These schools need to bring in outside programs—haul in the bricks—to build successful reforms.

*Sand* schools are those in which even the most heroic efforts at

reform will fail, due to complacency, financial or personnel turmoil, or lack of leadership. Trying to bring about change in these schools is like building a house on sand.

Cautioning against mismatches between strategies and readiness, Slavin warns that successful reform takes time, demands dedicated funding, and requires administrators to be selective, investing effort where it will do the most good.

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